



Behaviour Policy

What is Behaviour?

Behaviour is the way we act and respond to people and to situations we find ourselves in.

Rationale:

This policy is designed to help our pupils in finding socially acceptable ways to behave. We want all members of our school to understand that how we behave impacts on others and that we are ultimately responsible for our own behaviour.

The School seeks to promote behaviour based on mutual respect between all members of the School community.

The ethos of the School (Appendix I Mission Statement) and the planning of the broad curriculum, promote the attitudes and values necessary for individual children to contribute positively to their own personal development and to that of the School. These attitudes and values are further encouraged through a system of rewards and consequences.

A lot of the support that is needed within the School is for pupils who are on the Special Needs Register for emotional/behavioural difficulties - some of whom may or may not have EHCPs or Top-Up Funding. Class teachers, Learning Mentors and SEN staff offer individual support to pupils who experience emotional/behavioural difficulties.

What we hope to achieve:

Our goal is for all staff and pupils to follow our Diamond Rules:

- **Follow instructions with thought and Care.**
- **Show good manners at all times.**
- **Care for everyone and everything.**

The School's ethos supports the premise that the establishment of a good teacher/pupil relationship is central to working effectively with all pupils- especially those who experience emotional/behavioural difficulties. Teaching which exhibits differentiation, mutual respect and effective classroom management is conducive to building and maintaining good relationships between staff and pupils.

Emotional and behavioural difficulties take many forms, i.e.

- a pupil may become withdrawn and unable to make friends;
- a pupil may be unable to concentrate on classwork or homework;
- a pupil may become disruptive and/or aggressive in class.

In such cases the school should try to determine the causes of the emotional/behavioural difficulties. Support may be offered to encourage the pupil to express issues of concern and feelings and to determine appropriate actions to deal with the situation. This encourages mutual respect and fosters self-responsibility in the pupil. In certain cases tangible rewards may be offered in return for improved behaviour and effort. In cases where trust is minimal this may be formalised into a contract.

Close liaison with all concerned individuals and agencies, e.g. parents, teachers, Education Welfare Officers, Schools Psychological Service, Social Services, etc. is essential for effective modification of the pupil's behaviour.



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General Management:

- all pupils have a right to work in a calm, supportive and purposeful atmosphere.
- all pupils have the right to come to school without the fear of being bullied - see 'Anti-bullying' policy.
- No pupils should be at risk of abuse or exploitation including that of a sexual nature.
- The Diamond Rules will be discussed at the beginning of each school year outlining expected behaviour. This is displayed in each classroom and common areas.
- The School Parliament meet with the Headteacher, who helps to give the pupils a sense of involvement and citizenship.
- Pupils are trained as 'Restorative Justice Mentors' to manage minor disagreements and prevent escalation of issues on the playground.

Health related causes of Emotional/Behavioural difficulties:

Many instances of emotional/behavioural difficulties are caused by undiagnosed medical/psychological problems such as hearing loss, visual impairment, depression and allergies. A known medical condition, such as epilepsy or asthma, even when effectively managed by medication can cause emotional/behavioural difficulties. Indeed the treatment itself can sometimes cause side effects that may lead to emotional/behavioural difficulties.

The School recognises the importance of INSET in this area. Some INSET relating to emotional/behavioural difficulties has taken place and is continually reviewed.

How will we go about achieving these goals?

The Class Teachers

We will help teach the Diamond Rules to pupils. We understand that good relationships are key to improving behavior so we will promote the Diamond Rules every day by following them ourselves and encouraging the pupils to do the same.

We have clearly defined rewards for good behaviour:

These include:

- non-verbal (smiles, thumbs up etc.) and verbal praise
- sending children to a nearest teacher, the SENCO or the Head/Deputy for praise.
- displaying pupils' work is a tangible reward. Staff try and ensure that SEN pupils' work is displayed if it deserves praise and in doing so the pupil will experience pleasure and self-satisfaction.
- children showing their work in "Sharing" assemblies.
- reports which are also seen as a vehicle for praise and constructive criticism.
- Parents are informed by postcards for excellent examples of following the rules, these children will be displayed in the hall on our Rendell Rainbow and also receive a special rainbow badge.
- Individuals have the opportunity to earn a 'Star' so that we are constantly reinforcing the positive behaviour to all our pupils – collectively as a year group, pupils are awarded the 'Star Trophy' for a week.
- Positive behaviour is rewarded in a Diamond Time activity on a Friday afternoon.



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- Special responsibilities can be given to pupils.

On a daily basis we also:

- watch out for children who are behaving out of character.
- look for signs of distress and upset.
- through talking and listening to children, we watch out for signs of suspected occurrences of non-accidental injury or child abuse and these are then reported to the Headteacher for further investigation.
- complete SEN paperwork and involving the SENCO when necessary.

What we expect to see happening in our school:

Whenever possible, we will use each other's names when addressing each other and the pupils. We will greet the pupils into their classroom at the start of each day and ask them how they are. We will encourage the children to return the good manners. We will demonstrate our care for them by making time to listen to them.

Consequences of unacceptable behaviour

Whilst we aim to always reward positive behaviour we acknowledge that there will be times when we have to deal with behaviour which is unacceptable. 'Problems' are normal when children are testing the boundaries of acceptable behaviour. We need to deal with the problems in a calm and effective way.

As a school we do all that we can to avoid confrontation. We try to spot potential problems before they develop and deal with them in ways that are not intrusive to the rest of the class or group such as:

Use humour - it builds bridges.
Keep calm - it reduces tension.
Listen - it earns respect.

Give 'take-up time' after asking a request, to avoid confrontation (avoid immediate eye contact; appear to focus temporarily on something else,) – it enables trust, maximises face-saving and can convey expectation.

Give directed choices – 'put them in your bag or on my table'.
Avoid shouting, over reacting or blanket punishments.

What will we do if we see unacceptable behaviour:

We follow a 5 step approach to unacceptable behavior.

Step 1 A non-verbal gentle reminder.

A verbal reminder.

A verbal warning

The child spends 5 minutes at a thinking zone in their classroom, reflecting on which Diamond Rule they have broken.

Step 2 If the behaviour continues the above process is repeated and then the child takes time out in a partner class thinking zone, taking with them work to complete. Parent/carers are informed by a note home.

Step 3 If a child goes to their partner class 3 times then parents are invited in to



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discuss their child's behaviour.

Stage 4 More Serious incidents.

Parents are invited into school with their child to meet with either a member of the Senior Management Team or the Head teacher to discuss how we can improve behaviour and targets for a behaviour report/plan are agreed. If they receive 4 or more C's the consequence is an after school detention.

Stage 5

Continued refusal of a child to abide by the school's rules will result in a formal meeting between the child, parents / carer and the Headteacher or Deputy Headteacher, where further measures of support will be considered and if deemed appropriate an **internal exclusion** given.

Stage 6

Ultimate sanction would result in external exclusion either fixed or permanent.

There are some actions or incidents that require a more immediate response than working through the tiered stages of the behaviour policy. Serious verbal or physical abuse or racism results in stage 4 action where a child is removed from the class or playground and given after school detention. Parents are contacted and if deemed appropriate an **internal exclusion** given instead of an after school detention.

Internal Exclusion

To reduce the need for external exclusion to the absolute minimal, Rendell Primary School is using internal exclusion as a further intermediary step as part of its drive for inclusion. This sanction requires a pupil to work in isolation for either a half or full day dependent on the reasons it is given. Appropriate work will be set and as far as possible will require minimal adult support. An LSA will remain with the pupil on a 1:1 basis and for a full day internal exclusion—lunch will be eaten in the same room so that no contact is made with peers throughout the morning or day. Pupils will be given a short break for fresh air and exercise after normal play and lunch breaks.

Parents will be formally informed of the action taken and asked to attend a meeting with either the Head teacher or Deputy Head Teacher. The pupil will be brought to the school office by a parent or carer and collected at the end of the day for full day internal exclusions.

The staff on duty monitor discipline during morning and afternoon break times. Lunch times are the immediate responsibility of the midday supervisors supported by the headteacher, or in her absence, the Deputy Headteacher or another senior member of staff. It is the responsibility of the lunchtime supervisors to decide whether an offence should be dealt with immediately by them or passed on to the member of staff on duty.

Lunchtime staff will follow the same process of behaviour management and will award a 'star' to the child who has followed the Diamond Rules both whilst eating their lunch and during lunchtime play. The child's class teacher should also be informed at the end of lunchtime of any serious concerns.

Outside agencies:

We have a wealth of experience amongst the staff and by applying this valuable resource appropriately most problems can be resolved without recourse to specialist help. However, on certain occasions, help may need to be sought from outside agencies such as NSPCC.

Further guidance can be found in Peer to Peer Allegations and Safeguarding Policy.



Appendix i

Mission Statement

"Passionate About Learning"

Statement of Aims:

General:

- that all members of the school community will work together to create an environment where children and adults show respect, courtesy and kindness towards each other.
- to ensure both children and parents feel welcome and valued.
- to create a secure, stimulating and supportive learning environment which is free from fear and anxiety.
- to enable children to develop an understanding of and a respect for cultures and religions different to their own.
- to ensure a process of continuous review and development of policies and procedures which involves all staff and governors.

Curricular:

- to help all children reach their full potential regardless of gender, race, religion or disability.
- to provide a curriculum which is creative, challenging and interesting.
- to provide learning situations which draw on the children's own experiences where possible and encourage them to make decisions and take an active part in their learning.

Pastoral:

- to enable all children to develop a positive self-image and a sense of worth.
- to ensure a structure where all children feel secure and confident.
- to respond to the whole child and value each child's contribution.

Social:

- to enable children to develop an awareness of social responsibility to the school, the local community and to society in general.
- to encourage children to take part in group and team activities to enable them to develop social skills and accept responsibilities.
- To appreciate and respect British values.